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ABSTRACT

Briefly summarized is the American Camping Association's Camp Ecological Training Project, its goals, accomplishments, problems, and future potential as seen by the first two Itinerant Ecologists who participated in the project. Creation of an ecological awareness and conservation consciousness were the major goals of the project. To accomplish these, the Itinerant Ecologists visited 29 selected camps to help develop their ecology nature programs and assist in educating the staff. A few of the activities conducted, training methods or techniques utilized, and suggestions offered for further program and staff development are mentioned together with an evaluation of Director response to the program and counselor interest. Additional comments are made regarding scheduling and communication, financial aspects, vehicles, equipment, and future programming. (BL)

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SUMMARY OF THE AMERICAN CAMPING ASSOCIATION CAMP ECOLOGICAL TRAINING PROJECT, 1972

Compiled and written by:

Robert W. Fluchel and Charles A. Gregory

September 8, 1972

SE 016 788

FOREWORD

We gratefully acknowledge the invaluable help and friendly enthusiasm of all the wonderful people we met in our travels.

We give special thanks to the organizations that financed the A.C.A. Camp Ecological Training Project:

The Department of Health, Education, and Welfare
Office of Education, Washington, D.C., under
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The Lilly Endowment, Indianapolis, Indiana

The Caroline Christian Foundation, Louisville, Kentucky

The support made our project possible.

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SUMMARY OF THE AMERICAN CAMPING ASSOCIATION

CAMP ECOLOGICAL TRAINING PROJECT, 1972

In these pages we briefly summarize the A.C.A. Camp Ecological Training Project, its goals, its accomplishments, its problems, and its future potential as we see it after participating as the projects first two Itinerant Ecologists in the field. We have tried in every aspect of our work this summer to keep the ultimate goals of the project foremost in our thoughts. As we travelled through Indiana and Michigan we were able to exchange ideas with innumerable fascinating camping people who shared with us the common goal of creating ecological awareness in the campers and general staff. Their contribution is gratefully acknowledged. Many of the ideas, suggestions, and activities described here resulted directly or indirectly from our contacts with the camp directors and naturalists we visited.

Our goals were:

1) To enlarge youth's understanding of the meaning of ecology and develop in them an awareness of man's place in the ecosystem.

2) Identify the factors that constitute a desirable environment in which to live.

3) Stress the urgency of correcting environmental problems.

4) Identify the natural aspects of the camp setting as tools for building skills and attitudes that will make campers knowledgeable participating citizens in helping to correct world problems of resources and use.

In order to accomplish these long range goals of creating a "conservation consciousness" we constructed a set of immediate short range goals to:

1) Generate enthusiasm within each camp staff for a strong and exciting camp ecology nature program.

2) Reinforce efforts of camp directors and nature staff counselors which are already underway at each camp.

3) Teach each camp staff ecological and biological techniques that can be incorporated into the individual camp program with minimal expense and maximum enjoyment.

4) Help counselors understand the ecological principles of succession and diversity which are critical factors in understanding ecological stability.

5) Enable counselors to see man's pivotal position in eco-chain relationships; the position that gives man's actions devastating impact on the environment.

6) Provide sources of ecological information/nature interpretation information in order that camps may request free or inexpensive posters, books, and outdoor education materials to be used in their nature program.

7) Present A.C.A. publication catalog, and display ecology and nature books to encourage camp library development.

8) Explain state and federal services offered by the Department of Natural Resources, Environmental Protection Agency, and Department of Agriculture (Soil Conservation Service).

9) Encourage creation of a long-range master-plan for ecologically sound camp development; we strongly urged the camps to consult experts while developing this master-plan.

10) Consult with camp officials over specific conservation problems occuring in their camp. Some of these problems were soil erosion on paths and campsites or eutrophication of camp lakes.

11) Describe and demonstrate ecologically oriented nature activities that lend insight into the interrelationships of all living things.

12) Urge counselors to use their own behavior as an example for campers to follow in order to instill sound ecological values by practicing careful use of natural resources in their daily activities.

13) Distribute and discuss in depth a camp environmental check-list that enables the camp director to assess his camp's pollution control measures objectively.

14) Supply camps with a list of waste recyclers in their area.

15) Suggest planting of native trees and providing natural wildlife refuge areas by allowing some land areas undisturbed by camp activities.

16) Suggest composting appropriate wastes as a camper project and also as a source of valuable fertilizer and topsoil.

17) Encourage cooperation with local school boards in establishing outdoor education programs utilizing existing camp facilities.

STAFF

Glenn Catlin, Assistant Director of A.C.A., actively directed the project from A.C.A. National Headquarters. His patience, guidance, and vision have provided constant encouragement and

made our work in the field a productive and enjoyable experience. Ernest Schmidt, Executive Director of A.C.A., filled in for Glenn in providing encouragement and advice while Glenn was away from the National Headquarters on business.

PROFESSIONAL DATA, ECOLOGY ITINERANT STAFF

Robert Fluchel

Home town: St. Louis, Missouri
Age: 26
Academic background:
B.A. in biology from Univ. of Missouri, St. Louis, 1968
M.A. in zoology from Southern Illinois Univ., Carbondale, 1971
N.D.E.A. Fellow and teaching assist., Southern Ill. Univ.
Currently Ph.D. candidate in ecology in Dept. of Zoology, Southern Illinois Univ., Carbondale
Naturalist background:
Nature Specialist at Camp Paddle Trails for two summers, 1970-71, Camp Paddle Trails is an A.C.A. accredited camp in Watts, Oklahoma.

Barbara Fluchel

Home town: St. Louis, Missouri
Age: 24
Academic background:
B.S. in elementary education from Southern Illinois Univ., Carbondale, 1970
Currently teaching third grade at Vienna Grade School, Vienna, Illinois
Camping background:
Active in Girl Scouts for five years
Employed four summers as a day camp counselor in St. Louis
Unit Counselor (1970) and arts and crafts specialist (1971) at Camp Paddle Trails, Watts, Oklahoma

Charles Gregory

Home town: Highland, Indiana
Age:23
Academic Background:
B.A. in zoology at Indiana University, 1970
M.S. in recreation and park administration, 1972
special emphasis in outdoor education
Currently planning to teach at a resident outdoor education school camp
Naturalist background:
Resource specialist for the Indianapolis School Camp Program
Studied at Bradford Woods under Dr. Rey Carlson and Dr. Bill Hammerman: outdoor education programming and camp admin.
Worked as an outdoor education teacher for the Monroe County School Resident Camp Program
Directed I.U. Memorial Union's Day Camp Program, 1972

In preparing for next year we strongly urge that the Ecology Project hire a full time secretary to type correspondence and handle xeroxing, binding, sorting, forwarding of mail, etc. We gratefully acknowledge the patient bookeeping and typing as well as all the other extra help and moral support given by Barbara Fluchel, our project secretary and wife of Bob Fluchel. We encourage future projects to make similar arrangements with wives of ecologists when possible because Barbara was of great help in typing logs, evaluations, letters, and recording expenses.

Many camps requested academic credentials by phone before inviting us to come and it is necessary tc continue the standards for employment in the project. We encountered several good camp naturalists, and kept a record of their names and addresses for future reference in case a camp director asks us to recommend someone. We are also suggesting a few graduate students who may be excellent future itinerant ecologists and have included a list as possible candidates for the program. We are leaving this information with Glenn Catlin, but we feel these recommendations should be excluded from this report and left to the committee for their consideration.

As the program developed several people including Dr. Rey Carlson of Indiana University, Dr. Bill Hammerman of San Francisco State University, Mr. Joe E. Wright of the Indiana Dept. of Education and Mr. Charles Ware of the Soil Conservation Service contributed time and effort to help us plan and evaluate our program. We have used their ideas throughout the summer and hope to work with them in future projects of joint interest in furthering environmental education. These people will be key spokesmen in developing a coordinated effort between schools and camps in Indiana.

ACTIVITIES

Even a brief description of the activities we conducted at camps would not suffice in describing the variety and flexibility that was inherently demanded in our presentations. We were preaching involvement, participation, and exploration of all possible communities and habitats. We believe the job of an educator is to lead and encourage enthusiasm. To create a positive open-ended atmosphere that allows a child to explore, to probe his relationship with all other organisms, and to find a meaningful emotional as well as intellectual appreciation of his place in nature. We believe that ecological awareness implies a restructuring of values accomplished through continual exposure to the intricacies of nature. The staggering beauty of co-existing in harmony with our fellow creatures must be experienced over a long period of time. Biological and ecological facts are essential but their presentation must be timely and meaningful.

Some simplification of concepts is necessary but we continually urged counselors to give campers credit for their uncanny insight into complex matters that we might at first think too difficult for a child to grasp. In the outdoor "classroom" children perceive and integrate sensory data that could never by communicated by words. With a knowledgeable leader who loves nature and children and can ask the right questions: insight and meaning arise as if by magic. Yes, values change quickly if the right mental and physical environment pervades.

We used many "stolen ideas" to create such an environment. Acclimatization, by Steve Van Matre provided many exciting sensory explorations of forests, streams, and swamps. The children rejoiced in these sensory trips and learned to see each place as a home for some living creature. Counselors quickly adapted our techniques to their program.

We took night-hikes, float and cave trips, mountain climbs, horse-back rides, canoe trips in order to demonstrate effective integration of ecology and nature study into all phases of camping. These were meant as demonstrations and their effect was greatly enhanced by the counselors realization that children enjoy nature study.

We also devised or modified games for all camp activities or rainy day activities. We constructed an "Ecology Bingo" game to substitute for scavenger hunts. Instead of racing madly through the area damaging plants and animals, the campers are asked to observe where the organism lives and check off that animal and habitat on their score card. Counselors ask questions such as "Where should we look for a salamander?" Campers think over the question then seek and find, and record the animal's home while the counselors record that find on a bingo card until one group gets bingo by finding five items in a row on the scorecard. The campers learn about the animal or plant and realize simultaneously why it should not be removed from its microhabitat or home.

Another phase of our project was a tour of the camp with the director and/or naturalist to point out strengths and weaknesses of his campsite with respect to land usage and resource usage in his camp program. We suggested erosion control measures, pollution control measures, recycling of wastes, etc. The topics varied as a function of each specific camp's goals and activities.

We felt we were especially useful to camps with a camp naturalist, but we found that most camps had none. At camps with little or no nature program we created one from scratch to show the camp director what he or she could accomplish by stretching the budget to hire a good nature counselor. We tried to generate enthusiasm for a good nature program by being a good example.

Our approach at camps with a naturalist contrasts sharply to that of running an exemplary nature program. Instead we observed and discussed problem that plagued naturalists in each camp. Many of their questions we simply could not answer, but a few we could as a result of our training or travels. As we discussed the varied aspect of ecology programs the counselors gave us their ideas and many of these are recorded in our combination log and camp evaluation write-up. We often found excellent programs underway for several years, and consequently we observed the naturalist at work while suggesting fresh techniques and newly discovered sources of useful materials.

In this respect we performed as resource specialists. We distributed and/or displayed many A.C.A. nature publications such as Acclimatization, Conservation of the Campsite, Tips and Tricks in Outdoor Education, field guides and many other resources. The budget allocation that allowed us to buy and distribute ecological posters, charts, flash-cards, provided us with fresh-materials for each camp to use and keep. These were especially welcome gifts and were great tools to use in suggesting thought provoking ecology bulletin boards as well as "earth day" type displays. We brought several counselors-in-training from one camp to see earth day as presented by Indiana University students at Bradford Woods. This instilled the idea in their minds and they began planning an earth day for their camp. Later in the summer a camp near Lafayette Indiana conducted an earth day and asked us to return to see the program because we gave them their earth-day master plan.

As the summer progressed we concentrated more and more on designing programs and leaving materials and ideas behind to be carried on after we left. Many camps planned to use our idea of constructing a terrarium of glass panes and duct tape. The counselors plan to let the campers do the work and guide them by asking leading questions. In this way the campers construct and build the "animal home" of their choice, including the physical and biotic components necessary in their animals micro-habitat.

The following table gives data on the camps visited and the number of campers attending each camp.

CAMP VISITATION : CAMP ECOLOGICAL TRAINING PROFECT / # OF CAMPERS

Acorn Day Camp (non-A.C.A.)	120
Buffalo, B.S.A.	100
Crosley	100
Franklin L Cary	100
Gallahue Girl Scout Camp	200
Happy Hollow	144
Indiana Boy's Camp	200
Indiana Boy's Club (Madsion)	92
Kokwanee	65
Lutheran Hills (non-A.C.A.)	80
Na-Wa- Kwa	120
Oibache	200
Riley Memorial Association	60
Sycamore Valley GS	100
Towaki-Camp Fire Girls	100
Tulip Trace GS	60
Wapehani B.S.A.	200
Wee-Ah-Pah-Ko	30
Winona Lake	208
Flat Rock (YMCA)	128
Pinewood (YMCA)	170
Eberhart (YMCA)	200
Tecumseh (YMCA)	160
Duncan (YMCA)	144

(Organization and Church Camps)

Country Lake Inc.	72	
Culver Summer Woodcraft	672	
Gnaw Bone	75	(Private Independent Camps)
Howe Military Summer School	150	
Pal-A-Wo-Pec	22*	

* Camp capacity numbers taken from the National Directory of Accredited Camps for Boys and Girls.

Total number of campers included in the Camp Ecology Project is 4081

Visitation

During the summer we traveled as two seperate teams visiting the camps participating in the Camp Ecology Project. A visitation period of three days was usually allotted but we found it was difficult to know in advance the time needed to accomplish our goals therefore our scheduling was flexible enough to allow for minor changes. We visited a total of 29 camps with a combined enrollment of 4081 or approximately 12,243 camper days as computed on a three day visitation period.

The camps visited were selected at random, in Indiana, and contacted by one of the Camp Ecology staff members who explained the program to the director of each camp and scheduled a future visitation. It was to the projects advantage to schedule the teams in camps that were geographically close to allow for easier communication and coordination. Mr Glenn Catlin was contacted weekly by each team and given a brief progress report and notified of any schedule changes. More information is given about visitation under scheduling recommendations.

DIRECTOR RESPONSE

Camp Director response to our program strongly reinforced our conviction that camps need and openly accept ecological help in developing their program and educating their staff. Several camps do an excellent job of developing ecological awareness and conserving natural resources, but each of these camps wanted advice and materials that would help them do a better job. Unfortunately other camps do little or nothing to instill ecological common sense or appreciation of natural beauty.

Although the challenge and excitement of living outdoors creates some ecological awareness, the campers were not directed toward meaningful learning experiences. They shared their counselors' fears of snakes, insects, spiders, etc. When no experienced naturalist was present the entire camp was burdened with ridiculous superstitions and misconceptions. The director sometimes admitted that he had done little or nothing to encourage meaningful ecology or nature study and wanted to know how to start. On these occasions we used our thunder and bombarded him and his staff with useful materials and activity demonstrations.

We strongly encouraged such directors to hire a full or part-time naturalist and utilize the tremendous opportunity of making his camp aware of the gifts of their natural surroundings.

More than 90% of all camp directors asked the ecology team to return next year for a second visit. Herein lies the gratification of our project. The project evaluation letters sent to A.C.A. by participating camp directors reflected their sincere interest in and encouragement for our project. These letters are available at A.C.A. Headquarters.

Response to a direct visit by program specialist from A.C.A. was tremendous. We wish all those participating in the ecology project could hear the enthusiasm for A.C.A.'s move toward <u>direct</u> contribution for camp programming. The presence of a visiting expert gives the camp a special day to plan for and look forward to, and a few camps made the most of this special atmosphere by creating ecology day or earth day to coincide with our visit. Directors asked us to pass on the word that they need more tangible services such as these visits to make A.C.A. membership more valuable.

Private camp directors in general played a more active role in planning for and taking part in our program. In fact several of these directors centered the entire program around our activities and did everything possible to give our presence maximum impact. Our success was greatest at camps where the director prepared for us by "keying-up" the staff for our visit. Agency camp directors were interested, but participated less actively in our workshop activities. At agency camps we usually worked primarily with nautralists and/or interested counselors as advisers and consultants to their program.

Camp directors stressed the point that good nature counselors were hard to find and retain from year to year and therefore their nature programs lacked continuity. We suggested contacting local school districts to find science teachers who enjoyed camping and would be willing to spend several summers developing a good program. Once hired a good naturalist might return if the director reinforced and encouraged his efforts with a good salary and reasonable operating budget. The benefits more than compensate for the expense.

COUNSELOR INTEREST

Counselor interest varied from camp to camp depending on the degree of genuine interest in nature study. In general counselors were enthusiastic and cooperative and openly asked for program help and useful sources of information. Occasionally we encountered camp counselors directing tightly regimented classroom oriented nature study programs. We urged them to stress participation and involvement rather than memorization. Some accepted our ideas, others clung tenaciously to more passive teaching methods. We encountered several excellent budding naturalists asking us: where they could find schools to study ecology, how could they get in, what jobs would be available with such training, and are such jobs really meaningful? We held several candid rap sessions to encourage these youths, and to sincerely answer some of their important career questions.

The nature counselor is the man who sets the mood of the nature program. The director can initiate a program but the success or failure hinges on the naturalist's ability to engineer an exciting and meaningful experience. If was inspiring and at other times discouraging, to learn of a nature counselor's attitude towards ecological involvement. Unfortunately there are many popular ecological conceptions that have no sound scientific support and we often tried to tactfully contradict these misconceptions without destroying the naturalists credibility with campers. Many agencies and industries distribute biased ecological information that benefits their public image and bank account. This propaganda is sometimes accepted as doctrine by an inexperienced student naturalist. We often had to re-educate without excessively damaging the sensitive youngster's pride in his ecological knowledge. Flexibility in consultation was our keynote as we left one knowledgable counselor with a mature understanding of ecological principles, and then in turn met a new inexperienced counselor who was by comparison naive. We simply had to shift gears and adapt.

SCHEDULING AND COMMUNICATION

Scheduling problems were our major obstacle throughout the summer. Our problems resulted from inadequate advance preparation time at A.C.A. Headquarters, and from inadequate advance publicity. Camp directors were not informed of the existence of the program via Camping Magazine or direct informative mailings.

Although delayed assurance of funding made these shortcomings unavoidable this year, we must improve next year.

Several steps should be taken:

1) Publicize the project in Camping Magazine and at each A.C.A. Convention. Perhaps our display slides, and our newspaper clippings will help. We are available to describe the program to any group willing to listen - providing we can free ourselves from our respective teaching duties.

2) Print a self-addressed Application for Ecology Project Visit in Camping Magazine that can be torn out and mailed to request our service. This application may be mailed directly to A.C.A. with several questions filled in to provide us with advance information on the camp requesting our visit: eg.: Check one or more box in each catagory.

A) Does your camp have a:
__ Full-time naturalist
__ Part-time naturalist
__ No naturalist

B) Are you currently conducting a nature ecology program:
__ Yes
__ No

C) Do you want to initiate a new nature or ecology program:
__ Initiate a new nature and ecology program employing a specialist
__ Improve your current nature and ecology program

D) Do you primarily want advice on:
__ Waste recycling
__ Erosion control
__ Pollution control
__ Wildlife management
__ Interpretive programs

E) Briefly, what do you expect to derive from our Ecology Project Visit.

This application form should be accompanied by a brief summary of what our program offers to the camp director. Those camps responding first to the questionnaire should consequently be scheduled first. We suggest a three-day visit for resident camps and a two-day visit for day camps, but this should be flexible.

Most camps requested our visit early in the camping season, preferably during counselor training week. Naturally we can't visit all of them early in the season, but those who request us first by mail are those who will most likely use us most productively.

After schedule confirmation by phone the camp director should be notified in writing one week before our arrival to remind him of our upcoming visit. The letter should contain a statement indicating our visit is not related to accreditation. After our visit a thank you letter should be mailed to the camp because they invariably supplied food, available water, and available electricity without charge. In general the camps showed generous hospitality throughout our visits. This thank you note would also remind the camp director to mail us the project evaluation form we left with him.

The itinerary this summer was demanding enough to justify more time-off each week. After our evaluation committee meeting, we decided that some time-off between each camp visit would give us a fresh-start and keep our entrance into the second or third camp of the week much more enthusiastic. Four or five additional "floating" holidays throughout the eight or nine week project would allow days for necessary personal business or relaxation. In addition they would allow us to take a day off at the most opportune times (i.e. if we are at a camp where our services are not being utilized well).

The evaluation form to be filled in by camp directors to assess the success of our visits should be kept brief but improved. It should ask more about what was accomplished in relation to stated goals and objectives. The form should be completed specifically by the person at each camp who has participated most in our activity; director, program director, or naturalist.

FINANCIAL SUGGESTIONS

Although the financial aspects of the project can best be assessed by the project director, Glenn Catlin, we suggest a few improvements for next year:

1) Supply each unit with complete ledger and a schedule of pay periods, pay days, and schedule of travel expense disbursements.

2) Instruct staff on billing procedures, account numbers, and tax exemption procedures.

3) Supply gasoline credit cards.

4) Use master charge credit cards whenever possible to avoid carrying cash. (in a few camps thefts are a problem), and to have duplicate written records of all expenditures.

5) Arrange for expense money to be delivered promptly, use cashier checks that can readily be cashed away from Martinsville.

VEHICLES

We need a more reliable, versatile traveling unit. After considering the committee's comments and our problems we have returned to the idea of motor homes as the most feasible vehicle. Here are some suggestions for the ideal vehicle:

1) Careful consideration of vehicles to be rented in terms of most efficient use, ie.: Decide what type of program the Camp Ecology Training Project will offer and equip the van to fit the needs of the project.

2) Rent from a respectable dealer.

3) Specially built features would increase the over-all use of the vehicles,ie: stoves, range and extra sleeping space is not needed, convert to storage shelves etc. a work table would be very useful and adequate lighting is needed! A toilet, shower or bath, and clothes closet are musts!

4) We recommend the purchase of vans and continuous use for the ecology training project. Also use it year around for work shops or other A.C.A. projects. Rental vehicles are generally abused and poorly maintained.

5) Look for the following features: power steering, power assisted or air brakes, dual wheels, maximum height of 11-12 feet. These features are absolute necessities for safe handling and clearance on precarious camp roads.

6) Vehicle needs an air conditioning unit for summer use. Inside temperature reaches 140° F if parked in the sun; this high temperature makes the vehicle uninhabital and unfit to use as a laboratory. The vehicle needs a gasoline generator to power air conditioner because some camps could not provide electrical hook-ups. Air conditioning units that operate on several alternate power sources are readily available but expensive.

7) Equip motor home with 5 gallon gasoline can. The vehicle gets poor gas milage and both of us ran out of gas occasionally due to the remoteness of some camps from filling stations. Watch that gauge!

8) Lease Dodge,Travco, Winnebago, Ford or other brand motor home that has a widely distributed parts and service network.

EQUIPMENT

Each ecologist should select some of the equipment he needs specifically for his unit. However the following items will provide a basic standard skeleton to build around:

1) Ecological instruments:
   Secchi disc to measure water turbidity
   Water test kit, including PH paper and sedimentation flasks
   Soil test kit
   Barometer, thermometer, hygrometer, anemometer, rain guage

2) Biological supplies:
   4 dip-nets for fish
   4 D-frame dip-nets for aquatic insects
   4 sweep nets
   2 shallow white enamel pans
   20 hand lenses
   1 binocular microscope or dissecting scope
   1 large seive or minnow net
   1 water-scope (plexiglass)

3) Audio-visual equipment
   1 35mm cameria with 20 rolls (20 exp) film: 10 colorslides
   10 B&W prints
   1 slide/film-strip projector
   1 tape recorder

4) Miscellaneous equipment:
   1 complete first-aid kit
   50 markers, several tempera paints and brushes
   10 (200 ft.) rolls large drawing paper
   8 4'x8'x$\frac{1}{4}$" sheets plywood
   10 3/4"x1"x8' boards for ant-farms
   5 large rolls duct tape
   96 panes double-strength glass panes
   4 packages colored construction paper
   A tool box with basic tools
   1 parachute (cargo) without ropes
   1 dictionary
   6 balls of string
   2 50' sturdy ropes

MISCELLANEOUS SUGGESTIONS FOR FUTURE PROGRAMMING

During the final evaluation of the Ecology Project we recommended that there seems to be a need for continuing a workshop offering the same type of program as the Itinerant Ecology Project. Many camps felt that the project would have been more valuable if we visited the camps during staff training week. A workshop could fulfill the need of training camp staff in the areas of resource conservation, sources of information, and ecological techniques that can be directly applied to each individual camp.

We would suggest future camp ecologists to have a strong background in biological sciences and ecology but be recruited from schools which have different educational philosophies to provide an influx of fresh ideas.

In planning for visitations we would suggest that the itinerant ecologists visit only those camps that have expressed a definite desire to participate in the project, and that there be a pre-planning session with the camps to discuss the goals and objectives to be accomplished during the visitation period.

We would suggest a one-day photography session in which representative pictures of activities to be accomplished could be taken. It was very difficult to lead activities and take valuable pictures simultaneously!

In pre-planning it might be advantageous to contact the local newspaper of the area in which the visit will take place and offer them pictures and project descriptions that can be used for newspaper coverage.

Respectfully, we recommend hiring qualified female itinerant ecologists; this would possibly add an influx of ideas from a feminine perspective.

CONTRIBUTION TO OUR PROFESSIONAL GROWTH

Can you imagine saying, "Hello, I'm the Itinerant Ecologist from A.C.A.". . . . . fifty times a week? Our title of itinerant was certainly well earned if you consider meeting an average of 300-500 new people in several places a week a pre-requisite. We feel the opportunity of meeting new people, each with a unique personality and philosophy about camping, was an invaluable asset to our professional growth. We were fortunate to be used as the sounding board for many ideas. Subsequently, it was not at all unusual to transform new ideas gained at one camp into a working reality at the next. Overcoming limitations and obstacles to develop practical, action oriented programs proved an immense source of satisfaction.

There is no doubt in our minds at this point that we have concluded a demanding experience. We worked hard. We were challenged at times by apathy and by stubborness. In spite of the problems, the project was exciting. We were happy to participate as part of a team striving to add enjoyment and meaning to the lives of children through outdoor education.

REACTIONS FROM ECOLOGISTS' VISITS

FROM RAYMOND FREESE - MAUMEE RESERVATION, BSA, BLOOMINGTON, INDIANA:

We sure were glad to have Chuck at our camp. Due to this being the first year of camp, we are running slow on programing.

What a tremendous asset to have someone who knew all about ecology in camps. Not only did we get an opportunity to learn, but we also got a chance to try some of Chuck's ideas.

I sincerely believe that this program should become a nation wide program. This program could be plot better if a team member could stay for a week and work with the camps. There is so much material these people have to give out that they could really be part of the staff all summer and still have more material to give us.

- - - - - - - - - - - - -

FROM E. F. SCHMIDT - EXECUTIVE DIRECTOR, AMERICAN CAMPING ASSOCIATION:

At Country Lake, the directors thought so highly of the program that they practically turned the whole camp over to the Fluchels who were doing an excellent job of "infecting" the boys and girls in this PIC camp. Reaction from the directors was most enthusiastic!

The letter from Ray Freese, the Ecology Director at Maumee, speaks for itself. If we get this kind of reaction from all of the camps being visited by these young people, it seems to me we have something that just simply can't be dropped. I just simply wanted to congratulate you and Glenn and everyone concerned, particularly Bill Hammerman, for what's happening here.

- - - - - - - - - - - - -

FROM RICHARD EICHE, WOODCRAFT CAMP, CULVER MILITARY ACADEMY, CULVER, INDIANA:

On behalf of the administration and campers at Culver Woodcraft, I would like to extend our appreciation for the four day visit of Bob and Barb Fluchel. They brought some fresh ideas and concepts which I am sure will serve to enhance our nature program. I enjoyed exchanging ideas with these two most dedicated young people. You did an outstanding job of picking fine representatives of the ACA.

It was most gratifying to see that the ACA is promoting this type of involvement and instructional technique in all camps. I no longer feel that I am operating in a vacuum. It is good to know that we have the support of your organization.

It would be invaluable to camp ecology programs if more practical and tested methods of instruction, with innovative techniques, were made available. Instructor turnover plus the usual lack of experience could be overcome partially if camps had simple, well-planned materials that would give continuity to the camp nature programs. You have made an excellent start with your traveling ecology program.